

Latest Trends in Higher Education in India: A Study

¹Mantu Kakati, M.A. M.Phil. Assistant Professor, Thong Nokbe College, Assam (India)

***Corresponding author**
Mantu Kakati

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Abstract: Higher Education is undergoing continuous changes in the process of Globalization as it brings rapid development in the technology and communication skills through changes in the learning system across the world. Higher Education is a vital sector for economic growth and development of a nation. The report of the Education Commission (1964-66) under the chairmanship of Dr. D.S. Kothari symbolized the symbiotic relationship between education and national development. The capitalist economy strongly focused in free trade, “Due to this increasing free trade around the Globe, that end protection of many sectors so that there is more competition and privatization of education is increasingly being drawn into this Global capitalist competition. A study done by Dr. Pulkit Agarwal, Miss. Taiba Ahmad and Miss. Dalgindar Kaur, has analyzed that India has a low rate of enrolment in Higher Education at only **18%** compared with **26%** in China and **36%** in Brazil. There is enormous unmet demand and supply gap for Higher Education. By **2020** the Government aims to achieve **30%** gross enrolment which will mean providing 40 million University places an increase of 14 million in six years. India is currently at the stage of demographic transition population. Government of India aimed to increase **25.2%** by **2017-18** and reach the target of **30%** by **GER 2020-21**. To achieve this, the enrolments need to be substantially revised in Universities / Colleges to reach the target by **2017-18**. The paper will concentrate on the analysis of this matter.

Key words: Higher Education, Gross Enrolment, Target of Higher Education, Growth of Higher Institutes.

INTRODUCTION

Higher Education is undergoing continuous changes in the process of globalization as it brings rapid development in technology and communication skills through changes in the learning system across the world. Higher education is very vital to achieve sustainable growth and development of any nation. The University Education Commission (1948-49), under the chairmanship of Dr. S Radhakrishnan who gave the foundations of Dr. D. S. Kothari Education. “Under the chairmanship of D. S. Kothari (1964-66) brought a change in Higher Education and reported that there is relationship between Education and National Development” (Dr. Uma Pujar, 2014). “The another reason is a renewed policy emphasis on need to expand participation in Higher Education related not only to

knowledge economy notion but also to demographic factors in some countries with cross border education seen as one way to provide more diversified, flexible Higher Education including life-long learning for agency population” (Marginson and Wende, 2006).

“Globalization and spread of education internationally have clear effects on cultures worldwide. The capitalist economy strongly focused in free trade. Due to this increasing free trade around the Globe, the end protection of many sectors, so that there is more competition and privatization education is increasingly being drawn into this global capitalist competition” (Dolly, Sunny, 2011). It may be recalled that India’s policy and Action Plan for higher education as mentioned in the 1986 Education Policy Document and subsequent policy announcements including the 1992 Action Plan have been governed by Five Broad goals, which include enhancement of enrolment rate in higher education, provision for free equal access to all, particularly to educationally backward classes, quality education and promotion of relevant education.

The 11th Plan document has given importance of expansion of Higher Education in India. The main objective of the 11th Plan is “Expansion of enrolment in Higher Education with inclusiveness, quality and relevant education, with necessary academic reforms in the university and college system. The 11th Plan has set up a target of 15% enrolment by 2012.

The 12th Five Year Plan emphasized tat the nation creates an intellectual repository of human capital to meet the country’s need and shapes its future. Indeed higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined. 12th Five year plan estimated that developed economies and even China will face a shortage of about 40 million highly skilled worker by 2020, while based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a higher share of global knowledge-based work, for example by increasing its export of knowledge, goods and services if there is focus on higher education and its quality is globally benchmarked.

OBJECTIVES

1. To study the status of Higher Education in India.
2. To analyze the trends in Higher Education in India

METHODOLOGY

This study is based on empirical research with descriptive nature. All data is based on secondary sources. Data/ information have been collected with the help of books , research journals, articles , E-Journals, Report on Higher Education in India, All India Survey on Higher Education (2015-16), 11th Five Year Plan and 12th Five Year Plan document, UGC Report.

STUDY ON REQUIREMENT OF HIGHER EDUCATION

The study by Sudhanshu Bhusan worked out the tentative estimate of number of additional universities and colleges that the target of 5% net enrolment could require number of Universities/colleges required.

Criteria	Restructuring 2005		Projected by 2012	
Enrolment Criteria (UG/PG) Norms				
1. 20,000 per university				
2. 30,000 per university	646	309	1072	735
	430	93	715	378
College Criteria Norms				
20 colleges per University	585	248	--	--
30 Colleges per University	398	52	--	--
Population Criteria				
.1 university per 2 lakh population in (18 to 24) years	619	282	715	378

Source: Estimate based on the Study by Sudhanshu Bhusan, 2008 (11th Five Year Plan)

In the 12th Five Year Plan additional enrolment capacity of 10 million students including 1 million in Open and Distance Learning would be created by the end of 12th Five Year Plan. This would enable roughly 3 million more students in each age cohort to under higher education and raise the country's Gross Enrolment Ratio (GER) from 17.9% (estimated for 2011-12) to 25.24% by 2017-18 and reach the target of 30% GER by 2020 which would be broadly in line with world average.

Supply-Demand and Gap studied by Dr. Pulkit Aggarwal, Miss Taib Ahmed and Miss Dalgindar Kaur of U.P. analyzed that India has a low rate of enrolment in higher education at only 18% compared with 26% in China and 36% in Brazil. There is enormous unmet demand for higher education. By 2020 Gross Enrolment which will mean providing 40 million university places an increase of 14 million in 6 years.

INCREASE OF HIGHER EDUCATIONAL INSTITUTE

There exist different kinds of higher educational institutions operating in India. Universities established by an Act of Parliament are known as Central Universities and those by state Legislatures are known as State Universities. Universities which have been given the status of university with the power to award their degrees by central government notifications are known as Deemed Universities. Prestigious institutions recognized as higher educational institutes by parliament are known as Institutions of National importance. These institutions may be both government aided, un-aided and public- private.

Table: 5.1 Trends in Institution as per UGC Report

Sl. No.	Type of University/ College	2011	2015	Increase (%)
1	Central Universities	43	46	6.5
2	State Universities	289	329	12.16
3	State Private Universities	94	205	54.15
4	Deemed Universities	135	128	

5	Institutions of National Importance plus other.	50		
6	Institutions established under state legislation Act.	5	3	
	Total	611	711	14.07
	Total Colleges.	31,324	40,760	23.15
	Grand Total	31,935	41,471	22.99

Source- UGC Report (August 2011 and 30-03-2015)

The table 5.1 depicts the growth of higher educational institutes in India from August 2011 to 30-03-2015. The rate of growth of central University during 2011-2015 is 6.5%, State University is 12.16 % and State Private University is 54.15%. The growth of Colleges is 23.15%. The overall development is 22.99%. The increase percentage is calculated by self.

5.2 Table 2: All India Growth of Students Enrolment (2007-08 to 2014-15)

Year	Total Enrolment	Increase over the preceding	Percentage
2007-08	14400381	1237327	9.4
2008-09	15768417	1368036	9.5
2009-10	17243352	1474935	9.4
2010-2011	18670050	1426698	8.3
2011-2012	20327478	1657428	8.9
2012-13	22302938	1975460	9.7
2013-14	23764960	1462022	6.6
2014-15	26585437	2820477	11.87

Source: All India Survey on Higher Education and back years UGC Report, 2014-15

The table depicts the all India growth of students enrolment in India during 2007-08 to 2014-15, the growth rate is 11.87% in India during 2013-14 to 2014-15

5.3 Table 3: Faculty wise from 2007—8 to 2014-15 (Lakh)

Faculty	2007-08		2014-15		Increase
	Total	Percentage	Total	Percentage	
Arts	59.3	38.45	99.46	37.41	40.16
Science	27.37	17.75	46.75	17.59	19.38
Commerce and Management	24.41	15.83	43.57	16.39	19.16
Education	7.32	4.75	12.15	4.57	4.83
Engineering	24.14	15.65	43.26	16.27	19.12
Medicine Nursing & Pharmacy	6.86	4.45	10.69	4.02	3.83
Agriculture & Veterinary	1	0.65	23.58	0.89	22.58
Law	2.69	1.74	4.44	1.67	1.75
Others	1.11	0.72	3.15	1.19	2.04

Total	154.2	100	265.85	100	111.65
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Source: Annual status of Higher Education in states & Union territories 2012 and Annual Report 2014-15, UGC

Table-3 depicts the enrolment by faculty wise from 2007-08 to 2014-15. The total enrolment by Faculty wise from 2007-08 to 2014-15, among various faculties, the maximum growth in enrolment has been increased in faculties of Arts (40.16%) followed by Agriculture and Veterinary (22.58%). The increase percentage is calculated by self.

Table 4: Distribution wise Teaching Staff by Designation in Universities/Colleges (affiliated) during 2009-10 and 2014-15.

Universit y/College s	2009-10	2014-15	Increase			
	Universities	Colleges	Universiti es	Colleges	Universiti es (%)	Colleges (%)
Professor	21006 20.85	40538 6.77	33424 17.27	82844 7.76	37.15	51.07
Reader	25308 25.13	135532 22.64	30962 16.00	145743 13.65	18.26	7.00
Senior Grade	10293 10.22	84707 14.15	3337 1.72	31141 2.92	(-)208.45	(-)172.01
Lecturer/ Asstt Prof.	38983 38.69	322820 53.90	115416 59.64	775393 72.61	66.22	58.36
Tutor/De monstrato r	5151 5.11	15126 2.53	10383 5.37	32707 3.06	50.39	53.75
Total	100741 100	598723 100	193522 100	1067828 100	47.94	43.93

Source: UGC Report

The table-4 depicts distribution wise teaching staffs of Higher education institution. The maximum strength is found availability of Lecturer/Asstt. Professor followed by Tutors. But it indicates shortage of faculty i.e. Senior Grade scale promoted in Universities and colleges. The overall growth decreased from 47.94% to .93%

Table-5: Enrolment Increase in Higher Education (in Lakhs) from 2006-07 to 2016017.

Institution	2006-07	2011-12 (Estimated)	2016-17 (Target)
Central Universities	3.0	5.6	12.0
State Universities	60.3	84.0	110.4
Private Universities	75.1	128.2	185.0
ODL	27.4	42.0	52.0
Total	165.8	259.8	359.4

Source: Based on UGC, AICTE, NCTE, MHRD on INC

GROSS ENROLMENT RATIO (GER) IN HIGHER EDUCATIO

Even though there is significant growth in student enrolment in higher education system especially in the last two decades, the GER in higher education in India is still about half the World's average GER(24%) and about two thirds that of the developing countries (18%) and much lower than that of developed nations (58%). The targeted GER in Higher Education was fixed at 15% by the end of the 11th Five Tear Plan and was accordingly required to grow by 8.9% annually.

Table 5.6: Enrolment and GER (18 – 22) years in lakhs

Year	SC		ST		OBC		Muslim		Rural GER	Urban GER
	Enrol	GER	Enrol	GER	Enrol	GER	Enrol	GER		
2004-05	1898.5	8.72	767	8.44	5027.4	11.48	1308.8	8.5	8.42	16.18
2007-08	2485.5	11.54	652	7.67	6599.6	14.72	1521.4	9.51	11.06	19.03

Source: NSS 61st round (2004-05) and NSS 64th Round (2007-08)

The table depicts Gross attendance ratio of Higher education community wise and rural and urban wise. In the year 2004-05 community wise- SC (8.72), ST (8.44), OBC (11.48), and Muslim (8.5) respectively. It changes in 2007-08 as SC (11.54), ST (7.67), OBC (14.7) and Muslim (9.51).

FINDINGS

Quantity of higher educational institute increases 22.99% during 2011-2015. From the study related to quantity of Higher Education in India suffers from several systematic deficiencies. From the above study among all faculties' maximum strength increases in Arts stream (40.16%). As a result, it increases unemployment problem in entire economy. It indicates shortage of skilled manpower in an increasing number of sectors. The number of universities has been increased by 14.07% during 2011-2015 periods; affiliated colleges by 23.15% during the same period. But overall higher educational institutions are increased by 22.99%.

The standards of academic research are low as compared to foreign countries. One of the main reasons is the affiliating system under universities. It simply increases quantitative number of institutions. The other defects are – inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions and low level of public funding. Many other concerns relating to dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well and the unjust public funding policies are not well recognized.

During the 11th Plan period (2007-12) India achieved a GER of 17.97% up from 12.37% at the beginning of the plan period. But, India's rank was second in the world in terms of enrolment of students in Higher Education. India's GER of 17.9% (2012) was much below the world average 27% as well as that of other emerging countries such as China (26%), USA (95%) and Brazil (36%) in 2010.

General courses account i.e. Arts, Commerce, and Science (40.16%, 19.16%, and 19.38%) for the largest share of enrolment but enrolment in professional courses such as engineering and medicine (19.12%, 3.83%) has witnessed a higher growth in the past years. There is wide disparity in the Gross

Attendance Ratio (GAR) of Higher Education in urban and rural and community wise such as urban (19.03%), rural (11.06), OBC (14.72%), SC (11.54%), ST (7.67%), Muslims (9.51%).

Muslims who constitute the largest religious minority comprising about 13.47% of the total population and 73% of the total minority population of the country lag behind others in terms of economic, health and educational indices.

CONCUSION

Improved standards of education should be first priority for any nation with the help of government. Also privatization of higher education is necessary in a country like India, because India is second largest populated country in the world. In the way to compete globally in the 21st century, Indian Higher Education system should adopt certain benchmarking techniques for improving instruction modules and administrative procedure in universities and colleges to move forward. India needs study to implement the modal with effort and sincere evaluation of such models.

It is important to say that China, Japan, South Korea, Brazil, USA etc. are moving fast to invest in education system. Therefore, we would like to say that Indian Higher Educational Institution should be quality based, and essentials for transforming the younger generation workforce into productive ones.

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